

**Senate File 423 - Reprinted**

SENATE FILE 423  
BY COMMITTEE ON EDUCATION

(SUCCESSOR TO SSB 1228)

(As Amended and Passed by the Senate March 26, 2013)

**A BILL FOR**

1 An Act relating to and providing for education reform involving  
2 student, teacher, and administrator programs and activities  
3 under the purview of the department of education, the state  
4 board of education, college student aid commission, school  
5 districts and accredited nonpublic schools; establishing  
6 a fee; and including effective date and applicability  
7 provisions.

8 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

DIVISION I

INSTRUCTIONAL HOURS

Section 1. Section 256.7, subsection 19, Code 2013, is amended to read as follows:

19. ~~Define the minimum school day as a day consisting of five and one-half hours of instructional time for grades one through twelve. The minimum days or hours as time that shall be exclusive of the lunch period, but may include passing time between classes. Time spent on parent-teacher conferences shall be considered instructional time. A school or school district may record a day of school with less than the minimum instructional hours as a minimum school day if any of the following apply:~~

~~a. If emergency health or safety factors require the late arrival or early dismissal of students on a specific day.~~

~~b. If the total hours of instructional school time for grades one through twelve for any five consecutive school days equal a minimum of twenty-seven and one-half hours, even though any one day of school is less than the minimum instructional hours because of a staff development opportunity provided for the professional instructional staff or because parent-teacher conferences have been scheduled beyond the regular school day. Furthermore, if the total hours of instructional time for the first four consecutive days equal at least twenty-seven and one-half hours because parent-teacher conferences have been scheduled beyond the regular school day, a school or school district may record zero hours of instructional time on the fifth consecutive school day as a minimum school day.~~

Sec. 2. Section 256F.4, subsection 5, Code 2013, is amended to read as follows:

5. A charter school or innovation zone school shall provide instruction for at least the number of days or hours required by section 279.10, subsection 1, ~~or shall provide at least the equivalent number of total hours.~~

Sec. 3. Section 279.10, subsection 1, Code 2013, is amended

1 to read as follows:

2 1. The school year for each school district and accredited  
 3 nonpublic school shall begin on the first day of July 1 and  
 4 each regularly established elementary and secondary school  
 5 shall begin no sooner than a day during the calendar week  
 6 in which the first day of September falls but no later than  
 7 the first Monday in December. However, if the first day of  
 8 September falls on a Sunday, school may begin on a day during  
 9 the calendar week which immediately precedes the first day of  
 10 September. School shall continue for at least one hundred  
 11 eighty days, except as provided in subsection 3, and may be  
 12 maintained The school calendar shall include not less than one  
 13 hundred eighty days, except as provided in subsection 3, or one  
 14 thousand eighty hours of instruction during the entire calendar  
 15 year. However, if The board of directors of a school district  
 16 and the authorities in charge of an accredited nonpublic school  
 17 shall set the number of days or hours of required attendance  
 18 for the school year as provided in section 299.1, subsection  
 19 2, but the board of directors of a school district shall  
 20 hold a public hearing on any proposed school calendar prior  
 21 to adopting the school calendar. If the board of directors  
 22 of a district or the authorities in charge of an accredited  
 23 nonpublic school extends the school calendar because inclement  
 24 weather caused the school district or accredited nonpublic  
 25 school to temporarily close school during the regular school  
 26 calendar, the school district or accredited nonpublic school  
 27 may excuse a graduating senior who has met district or school  
 28 requirements for graduation from attendance during the extended  
 29 school calendar. A school corporation may begin employment  
 30 of personnel for in-service training and development purposes  
 31 before the date to begin elementary and secondary school.

32 Sec. 4. Section 279.10, subsection 2, Code 2013, is amended  
 33 to read as follows:

34 2. The board of directors shall hold a public hearing on any  
 35 proposal relating to the school calendar prior to submitting it

1 to the department of education for approval.

2 Sec. 5. Section 299.1, subsection 2, Code 2013, is amended  
3 to read as follows:

4 2. The board of directors of a public school district or the  
5 governing body of an accredited nonpublic school shall set the  
6 number of days or hours of required attendance for the schools  
7 under its control. The board of directors of a public school  
8 district or the governing body of an accredited nonpublic  
9 school may, by resolution, require attendance for the entire  
10 time when the schools are in session in any school year and  
11 adopt a policy or rules relating to the reasons considered to  
12 be valid or acceptable excuses for absence from school.

13 Sec. 6. Section 299.4, subsection 1, Code 2013, is amended  
14 to read as follows:

15 1. The parent, guardian, or legal custodian of a child who  
16 is of compulsory attendance age, who places the child under  
17 competent private instruction under either section 299A.2 or  
18 299A.3, not in an accredited school or a home school assistance  
19 program operated by a school district or accredited nonpublic  
20 school, shall furnish a report in duplicate on forms provided  
21 by the public school district, to the district by ~~the earliest~~  
22 ~~starting date specified in section 279.10, subsection 1~~  
23 September 1 of the school year in which the child will be under  
24 competent private instruction. The secretary shall retain and  
25 file one copy and forward the other copy to the district's  
26 area education agency. The report shall state the name and  
27 age of the child, the period of time during which the child  
28 has been or will be under competent private instruction for  
29 the year, an outline of the course of study, texts used, and  
30 the name and address of the instructor. The parent, guardian,  
31 or legal custodian of a child, who is placing the child under  
32 competent private instruction for the first time, shall also  
33 provide the district with evidence that the child has had the  
34 immunizations required under section 139A.8, and, if the child  
35 is elementary school age, a blood lead test in accordance with

1 section 135.105D. The term "*outline of course of study*" shall  
2 include subjects covered, lesson plans, and time spent on the  
3 areas of study.

4 Sec. 7. EFFECTIVE DATE. This division of this Act takes  
5 effect July 1, 2014.

6 DIVISION II

7 IOWA ONLINE INITIATIVE — FEES

8 Sec. 8. Section 256.42, Code 2013, is amended by adding the  
9 following new subsection:

10 NEW SUBSECTION. 8. *a.* Beginning July 1, 2016, the  
11 department shall establish fees payable by school districts and  
12 accredited nonpublic schools participating in the initiative.  
13 Fees collected pursuant to this subsection shall be deposited  
14 in the general fund of the state and shall be established so as  
15 not to exceed the cost of administering this section.

16 *b.* Costs of administering this section include the  
17 costs of providing professional development necessary to  
18 prepare teachers to participate in the initiative, providing  
19 supervision of usage of the initiative by licensed teachers,  
20 acquiring and maintaining equipment and services necessary for  
21 use of the initiative, facilitating access to the initiative  
22 by school districts and accredited nonpublic schools, and  
23 necessary recordkeeping and accounting. Costs of administering  
24 this section do not include any of the following:

25 (1) Costs of course development.

26 (2) Costs of purchasing access to course materials unless  
27 such costs are charged on the basis of usage.

28 DIVISION III

29 TRAINING AND EMPLOYMENT OF TEACHERS

30 Sec. 9. NEW SECTION. 256.96 Online state job posting  
31 system.

32 1. The department shall provide for the operation of an  
33 online state job posting system. The system shall be designed  
34 and implemented for the online posting of job openings offered  
35 by school districts, charter schools, area education agencies,

1 the department, and accredited nonpublic schools. The system  
2 shall be accessible via the department's internet site. The  
3 system shall include a mechanism for the electronic submission  
4 of job openings for posting on the system as provided in  
5 subsection 2. The system and each job posting on the system  
6 shall include a statement that an employer submitting a job  
7 opening for posting on the system will not discriminate in  
8 hiring on the basis of race, ethnicity, national origin,  
9 gender, age, physical disability, sexual orientation, gender  
10 identity, religion, marital status, or status as a veteran.  
11 The department may contract for, or partner with another entity  
12 for, the use of an existing internet site to operate the online  
13 state job posting system if the existing internet site is more  
14 effective and economical than the department's internet site.

15 2. A school district, charter school, or area education  
16 agency shall submit all of its job openings to the department  
17 for posting on the system. The department shall post all of  
18 its job openings on the system. An accredited nonpublic school  
19 may submit job openings to the department for posting on the  
20 system.

21 3. This section shall not be construed to do any of the  
22 following:

23 a. Prohibit any employer from advertising job openings and  
24 recruiting employees independently of the system.

25 b. Prohibit any employer from using another method of  
26 advertising job openings or another applicant tracking system  
27 in addition to the system.

28 c. Provide the department with any regulatory authority in  
29 the hiring process or hiring decisions of any employer other  
30 than the department.

31 Sec. 10. NEW SECTION. 261.110 Teach Iowa scholar program.

32 1. Contingent on a specific appropriation for these  
33 purposes, a teach Iowa scholar program is established to  
34 provide teach Iowa scholar grants to selected high-caliber  
35 teachers. The commission shall administer the program in

1 consultation with the department of education.

2 2. An Iowa resident applicant shall be eligible for a teach  
3 Iowa scholar grant if the applicant meets all of the criteria  
4 specified under, or established in accordance with, subsection  
5 3.

6 3. Criteria for eligibility shall be established by the  
7 commission and shall include but are not limited to the  
8 following:

9 a. The applicant was in the top twenty-five percent  
10 academically of students exiting a teacher preparation  
11 program approved by the state board of education pursuant to  
12 section 256.7, subsection 3, or a similar teacher preparation  
13 program in another state, had earned other comparable academic  
14 credentials, or had achieved comparable assessment scores.

15 b. The applicant is preparing to teach in fields including  
16 but not limited to science, technology, engineering, or  
17 mathematics; English as a second language or special education  
18 instruction; or is preparing to teach in a hard-to-staff  
19 subject as identified by the department. The department shall  
20 take into account the varying regional needs in the state for  
21 teachers in these subject areas when applying the criterion  
22 of this paragraph. The department shall annually identify  
23 and designate hard-to-staff subjects for the purpose of this  
24 paragraph. The eligibility of an applicant who receives a  
25 teach Iowa scholar grant and who is preparing to teach in a  
26 hard-to-staff subject as identified by the department shall  
27 not be affected in subsequent years if the department does not  
28 continue to identify that subject as a hard-to-staff subject.

29 4. A selected applicant who meets all of the eligibility  
30 requirements of this section shall be eligible for a teach Iowa  
31 scholar grant for each year of full-time employment completed  
32 in this state as a teacher for a school district, charter  
33 school, area education agency, or accredited nonpublic school.  
34 A teach Iowa scholar grant shall not exceed four thousand  
35 dollars per year per recipient. Grants awarded under this

1 section shall not exceed a total of twenty thousand dollars per  
2 recipient over a five-year period.

3 5. The commission shall adopt rules pursuant to chapter  
4 17A to administer this section. The rules shall include but  
5 shall not be limited to a process for use by the commission to  
6 determine which eligible applicants will receive teach Iowa  
7 scholar grants.

8 6. A teach Iowa scholar fund is established in the state  
9 treasury. The fund shall be administered by the commission and  
10 shall consist of moneys appropriated by the general assembly  
11 and any other moneys received by the commission for deposit in  
12 the fund.

#### 13 DIVISION IV

##### 14 TEACHER AND ADMINISTRATOR MATTERS

15 Sec. 11. Section 256.9, subsection 51, Code 2013, is amended  
16 to read as follows:

17 51. Develop, and periodically review and revise as  
18 necessary, with significant input from Iowa administrators,  
19 Iowa standards for school administrators, including knowledge  
20 and skill criteria, and develop, based on the Iowa standards  
21 for administrators, mentoring and induction, evaluation  
22 processes, and professional development plans pursuant to  
23 chapter 284A. The standards shall align with nationally  
24 accepted school administrator standards, and be designed  
25 specifically for purposes of chapters 272 and 284A. The  
26 criteria shall further define the characteristics of quality  
27 administrators as established by the Iowa standards for school  
28 administrators.

29 Sec. 12. Section 256.9, Code 2013, is amended by adding the  
30 following new subsection:

31 NEW SUBSECTION. 63. a. Develop and implement a coaching  
32 and support system for teachers aligned with the state models  
33 and comparable systems approved as provided in section 284.15.  
34 b. Develop and implement a coaching and support system  
35 for administrators aligned with the beginning administrator



1 mentoring and induction program created pursuant to section  
2 284A.5.

3 Sec. 13. Section 284.8, subsection 1, Code 2013, is amended  
4 to read as follows:

5 1. a. A school district shall provide for an annual  
6 review of each teacher's performance for purposes of assisting  
7 teachers in making continuous improvement, developing skills to  
8 enrich a teacher's professional life while increasing student  
9 learning, documenting continued competence in the Iowa teaching  
10 standards, identifying teachers in need of improvement,  
11 or ~~to determine~~ determining whether the teacher's practice  
12 meets school district expectations for career advancement in  
13 accordance with ~~section 284.7~~ this chapter. The review shall  
14 include, at minimum, classroom observation of the teacher,  
15 the teacher's progress, and implementation of the teacher's  
16 individual professional development plan, subject to the level  
17 of resources provided to implement the plan; and shall include  
18 supporting documentation from parents, students, and other  
19 teachers.

20 b. The first and second year of review shall be conducted  
21 by a peer group of at least three but not more than six  
22 teachers selected by the building principal in consultation  
23 with teachers and the building's certified bargaining  
24 representative, if any. Each teacher shall be assigned to  
25 a peer group and shall receive adequate training prior to  
26 conducting a peer group review. A teacher who participates  
27 in a peer group review shall be provided release time for the  
28 training and for the time spent in conducting the peer group  
29 review. If the process requires that a participating teacher  
30 work beyond regular hours, the teacher shall be paid the  
31 teacher's per diem rate. The peer group shall be established  
32 to reflect common grade level, subject matter expertise,  
33 curriculum, and proximity or other previously established  
34 grouping of individuals employed to provide instruction  
35 to students. The peer group shall review all of the peer

1 group members. Peer group reviews shall be supportive and  
 2 formative and shall be conducted on an informal, confidential,  
 3 collaborative basis that is focused on assisting each peer  
 4 group member in achieving the goals of the teacher's individual  
 5 professional development plan. If a conflict develops between  
 6 persons participating in a peer group review, an effort shall  
 7 be made to mediate the conflict.

8 c. Peer group reviews shall not be the basis for  
 9 recommending that a teacher participate in an intensive  
 10 assistance program, and shall not be used to determine the  
 11 compensation, promotion, layoff, or termination of a teacher,  
 12 or any other determination affecting a teacher's employment  
 13 status. However, as a result of a peer group review, a teacher  
 14 may elect to participate in an intensive assistance program.

15 d. Members of the peer group shall be reviewed every third  
 16 year by at least one evaluator certified in accordance with  
 17 section 284.10.

18 e. The teacher who is the subject of a peer review shall  
 19 have exclusive right to all documentation created as a result  
 20 of the peer group review process. Content of a peer group  
 21 review shall not be incorporated into a summative evaluation.

## 22 DIVISION V

### 23 IOWA TEACHER CAREER AND COMPENSATION MATTERS

24 Sec. 14. Section 257.1, subsection 2, paragraph b, Code  
 25 2013, is amended to read as follows:

26 b. For the budget year commencing July 1, 1999, and for each  
 27 succeeding budget year the regular program foundation base per  
 28 pupil is eighty-seven and five-tenths percent of the regular  
 29 program state cost per pupil. For the budget year commencing  
 30 July 1, 1991, and for each succeeding budget year the special  
 31 education support services foundation base is seventy-nine  
 32 percent of the special education support services state cost  
 33 per pupil. The combined foundation base is the sum of the  
 34 regular program foundation base, the special education support  
 35 services foundation base, the total teacher salary supplement

1 district cost, the total professional development supplement  
 2 district cost, the total early intervention supplement district  
 3 cost, the total teacher leadership supplement district cost,  
 4 the total area education agency teacher salary supplement  
 5 district cost, and the total area education agency professional  
 6 development supplement district cost.

7 Sec. 15. Section 257.1, subsection 3, Code 2013, is amended  
 8 to read as follows:

9 3. *Computations rounded.* In making computations and  
 10 payments under this chapter, except in the case of computations  
 11 relating to funding of special education support services,  
 12 media services, and educational services provided through the  
 13 area education agencies, and the teacher salary supplement, the  
 14 professional development supplement, ~~and~~ the early intervention  
 15 supplement, and the teacher leadership supplement, the  
 16 department of management shall round amounts to the nearest  
 17 whole dollar.

18 Sec. 16. Section 257.4, subsection 1, paragraph a, Code  
 19 2013, is amended by adding the following new subparagraph:

20 NEW SUBPARAGRAPH. (8) The total teacher leadership  
 21 supplement district cost.

22 Sec. 17. Section 257.8, subsection 2, Code 2013, is amended  
 23 to read as follows:

24 2. *Categorical state percent of growth.* The categorical  
 25 state percent of growth for the budget year beginning July 1,  
 26 2010, is two percent. The categorical state percent of growth  
 27 for the budget year beginning July 1, 2012, is two percent.  
 28 The categorical state percent of growth for each budget year  
 29 shall be established by statute which shall be enacted within  
 30 thirty days of the submission in the year preceding the  
 31 base year of the governor's budget under section 8.21. The  
 32 establishment of the categorical state percent of growth for a  
 33 budget year shall be the only subject matter of the bill which  
 34 enacts the categorical state percent of growth for a budget  
 35 year. The categorical state percent of growth may include

1 state percents of growth for the teacher salary supplement, the  
2 professional development supplement, ~~and~~ the early intervention  
3 supplement, and the teacher leadership supplement.

4 Sec. 18. Section 257.9, Code 2013, is amended by adding the  
5 following new subsection:

6 NEW SUBSECTION. 11. *Teacher leadership supplement state*  
7 *cost per pupil.* For the budget year beginning July 1, 2014,  
8 the teacher leadership supplement state cost per pupil shall  
9 be four hundred dollars payable to the school districts  
10 implementing a state model or comparable system approved as  
11 provided in section 284.15. The teacher leadership supplement  
12 state cost per pupil for the budget year beginning July  
13 1, 2015, and succeeding budget years, shall be the teacher  
14 leadership supplement state cost per pupil for the base year  
15 plus an allowable growth amount that is equal to the teacher  
16 leadership supplement categorical state percent of growth,  
17 pursuant to section 257.8, subsection 2, for the budget year,  
18 multiplied by the teacher leadership supplement state cost per  
19 pupil for the base year.

20 Sec. 19. Section 257.10, subsection 8, paragraph a, Code  
21 2013, is amended to read as follows:

22 a. Combined district cost is the sum of the regular program  
23 district cost per pupil multiplied by the weighted enrollment,  
24 the special education support services district cost, the total  
25 teacher salary supplement district cost, the total professional  
26 development supplement district cost, ~~and~~ the total early  
27 intervention supplement district cost, and the total teacher  
28 leadership supplement district cost, plus the sum of the  
29 additional district cost allocated to the district to fund  
30 media services and educational services provided through the  
31 area education agency, the area education agency total teacher  
32 salary supplement district cost and the area education agency  
33 total professional development supplement district cost.

34 Sec. 20. Section 257.10, Code 2013, is amended by adding the  
35 following new subsection:

1     NEW SUBSECTION. 12. *Teacher leadership supplement cost per*  
2 *pupil and district cost.*

3     *a.* For the budget year beginning July 1, 2014, the teacher  
4 leadership supplement district cost per pupil shall be four  
5 hundred dollars. For the budget year beginning July 1, 2015,  
6 and succeeding budget years, the teacher leadership supplement  
7 district cost per pupil for each school district for a budget  
8 year is the teacher leadership supplement program district  
9 cost per pupil for the base year plus the teacher leadership  
10 supplement state allowable growth amount for the budget year.

11    *b.* For the budget year beginning July 1, 2015, and  
12 succeeding budget years, if the department of management  
13 determines that the unadjusted teacher leadership supplement  
14 district cost of a school district for a budget year is less  
15 than one hundred percent of the unadjusted teacher leadership  
16 supplement district cost for the base year for the school  
17 district, the school district shall receive a budget adjustment  
18 for that budget year equal to the difference.

19    *c.* (1) The unadjusted teacher leadership supplement  
20 district cost is the teacher leadership supplement district  
21 cost per pupil for each school district for a budget year  
22 multiplied by the budget enrollment for that school district.

23    (2) The total teacher leadership supplement district cost  
24 is the sum of the unadjusted teacher leadership supplement  
25 district cost plus the budget adjustment for that budget year.

26    *d.* For the budget year beginning July 1, 2014, and  
27 succeeding budget years, the use of the funds calculated  
28 under this subsection shall comply with the requirements of  
29 chapter 284 and shall be distributed to teachers pursuant  
30 to section 284.15 and to pay salary supplements to teachers  
31 assigned to leadership roles, to increase the percentages of  
32 teachers assigned to leadership roles, to increase the minimum  
33 teacher salaries, to cover the costs for the time when teachers  
34 assigned to leadership roles are not providing instruction  
35 to students in a classroom, for coverage of a classroom when

1 an initial or career teacher is observing or coteaching with  
 2 a teacher assigned to a leadership role, for professional  
 3 development time to learn best practices associated with  
 4 the leadership process, for other costs associated with a  
 5 comparable system pursuant to section 284.15, and to accomplish  
 6 goals that include improving instruction and elevating the  
 7 quality of teaching and student learning.

8 Sec. 21. Section 257.16, subsection 4, Code 2013, is amended  
 9 to read as follows:

10 4. Notwithstanding any provision to the contrary, if  
 11 the governor orders budget reductions in accordance with  
 12 section 8.31, the teacher salary supplement district cost,  
 13 the professional development supplement district cost, and  
 14 the early intervention supplement district cost, and the  
 15 teacher leadership supplement district cost as calculated  
 16 under section 257.10, subsections 9, 10, and 11, and 12, and  
 17 the area education agency teacher salary supplement district  
 18 cost and the area education agency professional development  
 19 supplement district cost as calculated under section 257.37A,  
 20 subsections 1 and 2, shall be paid in full as calculated and  
 21 the reductions in the appropriations provided in accordance  
 22 with this section shall be reduced from the remaining moneys  
 23 appropriated pursuant to this section and shall be distributed  
 24 on a per pupil basis calculated with the weighted enrollment  
 25 determined in accordance with section 257.6, subsection 5.

26 Sec. 22. Section 284.2, subsections 1 and 8, Code 2013, are  
 27 amended to read as follows:

28 1. "*Beginning teacher*" means an individual serving under an  
 29 initial or intern license, ~~issued by the board of educational~~  
 30 ~~examiners~~ under chapter 272, who is assuming a position as a  
 31 teacher. "*Beginning teacher*" includes an individual who is  
 32 an initial teacher. For purposes of the beginning teacher  
 33 mentoring and induction program created pursuant to section  
 34 284.5, "*beginning teacher*" also includes preschool teachers  
 35 who are licensed ~~by the board of educational examiners~~ under

1 chapter 272 and are employed by a school district or area  
 2 education agency. "*Beginning teacher*" does not include a  
 3 teacher whose employment with a school district or area  
 4 education agency is probationary unless the teacher is serving  
 5 under an initial or teacher intern license issued ~~by the board~~  
 6 ~~of educational examiners~~ under chapter 272.

7 8. "*Performance review*" means a summative evaluation of  
 8 a teacher other than a beginning teacher ~~and that is~~ used  
 9 to determine whether the teacher's practice meets school  
 10 district expectations and the Iowa teaching standards, and to  
 11 determine whether the teacher's practice meets school district  
 12 expectations for career advancement in accordance with ~~section~~  
 13 ~~284.7~~ this chapter.

14 Sec. 23. Section 284.3, subsection 2, paragraph a, Code  
 15 2013, is amended to read as follows:

16 a. For purposes of comprehensive evaluations ~~for, standards~~  
 17 and criteria which measure a beginning teachers required to  
 18 ~~allow beginning teachers to progress to career teachers,~~  
 19 ~~standards and criteria that are~~ teacher's performance against  
 20 the Iowa teaching standards specified in subsection 1, and  
 21 the criteria for the Iowa teaching standards developed by the  
 22 department in accordance with section 256.9, subsection 46, to  
 23 determine whether the teacher's practice meets the requirements  
 24 specified for a career teacher. These standards and criteria  
 25 shall be set forth in an instrument provided by the department.  
 26 The comprehensive evaluation and instrument are not subject to  
 27 negotiations or grievance procedures pursuant to chapter 20 or  
 28 determinations made by the board of directors under section  
 29 279.14. A local school board and its certified bargaining  
 30 representative may negotiate, pursuant to chapter 20,  
 31 evaluation and grievance procedures for beginning teachers that  
 32 are not in conflict with this chapter. If, in accordance with  
 33 section 279.19, a beginning teacher appeals the determination  
 34 of a school board to an adjudicator under section 279.17, the  
 35 adjudicator selected shall have successfully completed training

1 related to the Iowa teacher standards, the criteria adopted by  
2 the state board ~~of education~~ in accordance with subsection 3,  
3 and any additional training required under rules adopted by the  
4 public employment relations board in cooperation with the state  
5 board ~~of education~~.

6 Sec. 24. Section 284.3A, subsection 2, paragraph a, Code  
7 2013, is amended to read as follows:

8 a. For the school budget year beginning July 1, 2010,  
9 and each succeeding school year, school districts and area  
10 education agencies shall combine payments made to teachers  
11 under sections 257.10 and 257.37A with regular wages to  
12 create a combined salary. The teacher contract issued under  
13 section 279.13 must include the combined salary. If a school  
14 district or area education agency uses a salary schedule, a  
15 combined salary schedule shall be used for regular wages and  
16 for distribution of payments under sections 257.10 and 257.37A,  
17 incorporating ~~the salary minimums required in section 284.7 in~~  
18 accordance with this chapter. The combined salary schedule  
19 must use only the combined salary and cannot differentiate  
20 regular salaries and distribution of payments under sections  
21 257.10 and 257.37A.

22 Sec. 25. Section 284.5, subsection 4, Code 2013, is amended  
23 to read as follows:

24 4. Each school district and area education agency shall  
25 develop ~~an initial beginning teacher mentoring and induction~~  
26 a plan for the program. A school district shall include its  
27 plan in the school district's comprehensive school improvement  
28 plan submitted pursuant to section 256.7, subsection 21. The  
29 ~~beginning teacher mentoring and induction~~ plan shall, at a  
30 minimum, provide for a two-year sequence of induction program  
31 content and activities to support the Iowa teaching standards  
32 and beginning teacher professional and personal needs; mentor  
33 training that includes, at a minimum, skills of classroom  
34 demonstration and coaching, and district expectations for  
35 beginning teacher competence on Iowa teaching standards;



1 placement of mentors and beginning teachers; the process for  
 2 dissolving mentor and beginning teacher partnerships; district  
 3 organizational support for release time for mentors and  
 4 beginning teachers to plan, provide demonstration of classroom  
 5 practices, observe teaching, and provide feedback; structure  
 6 for mentor selection and assignment of mentors to beginning  
 7 teachers; a district facilitator; and program evaluation. In  
 8 addition, for beginning prekindergarten through grade three  
 9 teachers, the plan shall provide that such a teacher shall be  
 10 mentored in the teacher's classroom by a skilled mentor, and  
 11 the plan for mentoring such teachers shall incorporate any  
 12 recommendations offered by the Iowa reading research center  
 13 established pursuant to section 256.9, subsection 53, paragraph  
 14 "c".

15 Sec. 26. Section 284.6, subsection 8, Code 2013, is amended  
 16 to read as follows:

17 8. For each year in which a school district receives funds  
 18 calculated and paid to school districts for professional  
 19 development pursuant to section 257.10, subsection 10, or  
 20 section 257.37A, subsection 2, the school district shall  
 21 create quality professional development opportunities. Not  
 22 less than thirty-six hours in the school calendar, held  
 23 outside of the minimum school day, shall be set aside during  
 24 nonpreparation time or designated professional development  
 25 time to allow practitioners to collaborate with each other  
 26 to deliver educational programs and assess student learning,  
 27 or to engage in peer group review pursuant to section 284.8,  
 28 subsection 1. ~~The goal for the use of the funds is to provide~~  
 29 ~~one additional contract day or the equivalent thereof for~~  
 30 ~~professional development and use of the funds is limited~~ may be  
 31 used to providing provide professional development to teachers,  
 32 including additional salaries for time beyond the normal  
 33 negotiated agreement; pay for substitute teachers, professional  
 34 development materials, speakers, and professional development  
 35 content; and costs associated with implementing the individual

1 professional development plans. The use of the funds shall  
2 be balanced between school district, attendance center,  
3 and individual professional development plans, making every  
4 reasonable effort to provide equal access to all teachers.

5 Sec. 27. Section 284.7, subsection 1, paragraph a,  
6 subparagraph (2), Code 2013, is amended to read as follows:

7 (2) ~~Beginning July 1, 2008~~ Except as provided in a state  
8 model or comparable system approved pursuant to section  
9 284.15, the minimum salary for a beginning teacher shall be  
10 twenty-eight thousand dollars.

11 Sec. 28. Section 284.7, subsection 1, paragraph b,  
12 subparagraph (2), Code 2013, is amended to read as follows:

13 (2) ~~Beginning July 1, 2008~~ Except as provided in a state  
14 model or comparable system approved pursuant to section 284.15,  
15 the minimum salary for a first-year career teacher shall be  
16 thirty thousand dollars.

17 Sec. 29. Section 284.7, subsection 5, Code 2013, is amended  
18 by striking the subsection and inserting in lieu thereof the  
19 following:

20 5. This section is repealed July 1, 2016.

21 Sec. 30. NEW SECTION. 284.11 State supplemental assistance  
22 for teachers in high-need schools.

23 1. *Findings and intent.* The general assembly finds that  
24 Iowa school districts need to be more competitive in recruiting  
25 and retaining talented teachers to teach in high-need schools.  
26 Therefore, it is the intent of the general assembly to  
27 encourage school districts to provide supplemental assistance  
28 to teachers to teach in high-need schools. This section  
29 provides for state assistance to allow school districts to  
30 provide supplemental assistance to motivate teachers to teach  
31 in high-need schools.

32 2. *Department's responsibilities.* Contingent on a specific  
33 appropriation for these purposes, the department shall do the  
34 following:

35 a. Collect relevant data and establish a list of high-need

1 schools eligible for state supplemental assistance. The  
2 department shall establish a process and criteria to determine  
3 which schools are placed on the list and the department shall  
4 revise the list annually. Criteria for the determination of  
5 which high-need schools shall be placed on the list shall be  
6 based upon factors that include but are not limited to the  
7 socioeconomic status of the students enrolled in the school,  
8 the percentage of the school's student body who are limited  
9 English proficient students, student academic growth, certified  
10 instructional staff attrition, and geographic balance. The  
11 department may approve or disapprove requests for revision  
12 of the list, which a school district submits pursuant to  
13 subsection 3.

14     **b.** Develop a standardized process for distributing any  
15 moneys appropriated for supplemental assistance for high-need  
16 schools. In determining the process for distribution of such  
17 moneys, the department shall take into consideration the amount  
18 of moneys appropriated for supplemental assistance for teachers  
19 in high-need schools for the given year and the minimal amount  
20 of moneys needed per teacher to provide an incentive for a  
21 teacher to accept a teaching position in a high-need school. A  
22 school district receiving moneys pursuant to this section shall  
23 certify annually to the department how the moneys distributed  
24 to the school district pursuant to this section were used by  
25 the school district.

26     **c.** Review the use and effectiveness of the funds distributed  
27 to school districts for supplemental assistance for teachers  
28 in high-need schools under this section. The department shall  
29 submit its findings and recommendations in a report to the  
30 general assembly by January 15 annually.

31     **3. School district request for approval.** A school district  
32 may request on an annual basis approval from the department  
33 for additions to the list of high-need schools the department  
34 maintains pursuant to subsection 2 based upon the unique local  
35 conditions and needs of the school district. The criteria used

1 to determine the placement of high-need schools on the list in  
2 accordance with subsection 2, does not restrict the department  
3 from adding a high-need school to the list as requested by a  
4 school district on the basis of unique local conditions and  
5 needs pursuant to this subsection.

6 4. *Eligibility.* Teachers of all subjects taught in a school  
7 included in the department's list of high-need schools shall  
8 be eligible to receive supplemental assistance offered in  
9 accordance with this section. Notwithstanding any provision of  
10 law to the contrary, the department's determination of state  
11 supplemental assistance for teachers in high-need schools is  
12 not subject to appeal.

13 Sec. 31. NEW SECTION. 284.15 Career path, leadership role,  
14 and compensation model and comparable system requirements.

15 1. *Common provisions for models and comparable*  
16 *systems.* Except as otherwise provided in this section, all  
17 models specified in sections 284.16, 284.17, and 284.18, and  
18 any comparable system described in section 284.19, shall be  
19 approved under subsection 12, shall meet the requirements  
20 of this section, and shall provide for a minimum salary and  
21 a residency as provided in section 284.16, subsection 2,  
22 paragraph "a".

23 2. *Salary supplements and appeal.* The salary supplement  
24 received by teachers pursuant to section 257.10, subsection 12,  
25 shall fully cover the salary costs of any additional contract  
26 days required of teachers under a state model or comparable  
27 system approved pursuant to this section. If a teacher ends  
28 or completes a leadership role assignment, the teacher shall  
29 no longer receive a salary supplement for performance in a  
30 leadership role unless the teacher is issued a new contract for  
31 assignment in another leadership role. Notwithstanding any  
32 provision of law to the contrary, the determinations of salary  
33 supplements paid from moneys received pursuant to section  
34 257.10, subsection 12, are not subject to appeal.

35 3. *Review councils.* The school board implementing a state

1 model pursuant to section 284.16, 284.17, or 284.18, shall  
2 appoint a site-based review council if the school district has  
3 a certified enrollment of six hundred or more students, or a  
4 district-based review council if the school district has a  
5 certified enrollment of less than six hundred students.

6     a. Each council shall be comprised of equal numbers of  
7 teachers and administrators. Teacher members shall include  
8 teachers who have been nominated by the certified employee  
9 organization that represents the school district's teachers,  
10 if such organization exists, or, if such organization does not  
11 exist, by a teacher quality committee.

12     b. The council shall accept and review applications for  
13 initial or renewal leadership role assignments which are  
14 submitted to the school's or school district's administration  
15 and shall make recommendations regarding the applications to  
16 the superintendent of the school district. In developing  
17 recommendations, the council shall utilize measures of  
18 teacher effectiveness and professional growth, consider the  
19 needs of the school district, and review the performance and  
20 professional development of the applicants. Any teacher  
21 recommended by a review council for assignment or reassignment  
22 in a leadership role shall have demonstrated to the council's  
23 satisfaction competency on the Iowa teaching standards as set  
24 forth in section 284.3.

25     4. *Leadership role assignment.* An assignment to a teacher  
26 leadership role pursuant to this chapter shall be subject to  
27 review by the school's or the school district's administration,  
28 in consultation with the review council, at least annually.  
29 The review shall include peer feedback on the effectiveness of  
30 the teacher's performance of duty specific to the teacher's  
31 leadership role. A teacher who completes the time period  
32 of assignment in a teacher leadership role may submit to  
33 the school's or the school district's administration an  
34 application for assignment in a new role or for reassignment as  
35 appropriate. The administration shall share the application

1 with the review council constituted pursuant to subsection 3,  
2 paragraph "a".

3     5. *Status quo.* A teacher employed in a school district  
4 shall not receive less compensation in that district than the  
5 teacher received in the school year preceding participation, as  
6 set forth in section 284.4, due to implementation of a state  
7 model or comparable system approved pursuant to this section.  
8 A teacher who achieves national board for professional teaching  
9 standards certification and meets the requirements of section  
10 256.44 shall continue to receive the award as specified in  
11 section 256.44 in addition to the compensation set forth in  
12 this chapter.

13     6. *Early implementation.* Prior to July 1, 2016, a school  
14 district may apply to the commission on educator leadership  
15 and compensation for early implementation of a state model set  
16 forth in section 284.16, 284.17, or 284.18, or a comparable  
17 system set forth in section 284.19. The commission may deny  
18 early implementation of an otherwise qualified state model  
19 or comparable system if the amount specified for the teacher  
20 leadership supplement state cost per pupil pursuant to section  
21 257.9, subsection 11, and amount specified for the teacher  
22 leadership supplement district cost per pupil pursuant to  
23 section 257.10, subsection 12, is insufficient to fully fund  
24 the teacher leadership supplement for all eligible school  
25 districts.

26     7. *Implementation.* On or after July 1, 2016, each school  
27 district shall implement a state model set forth in section  
28 284.16, 284.17, or 284.18, or a comparable system set forth in  
29 section 284.19 for which the school district received approval  
30 pursuant to this section. Compliance with this section shall  
31 be determined by the accreditation team authorized pursuant to  
32 section 256.11. A school district shall not be required to  
33 fully implement a state model or comparable system pursuant to  
34 this section if implementation costs exceed the moneys received  
35 by the school district under section 257.10, subsection 12.

1 However, if the school district's implementation costs exceed  
2 such funds, the school district shall implement as much of  
3 the approved state model or comparable system as reasonably  
4 possible, and shall, at a minimum, meet the minimum salary  
5 requirements for an Iowa teacher as provided in section 284.16,  
6 subsection 2, paragraph "a", subparagraph (1).

7 8. *Approval.* The department shall establish an application  
8 process for approval of the implementation of a state model set  
9 forth in section 284.16, 284.17, or 284.18, or a comparable  
10 system set forth in section 284.19, which a school district  
11 may implement pursuant to subsection 6, or shall implement in  
12 accordance with subsection 7.

13 9. *Teachers emeritus.* A school district is encouraged  
14 to utilize appropriately licensed teachers emeritus in the  
15 implementation of this section and sections 284.16 through  
16 284.19.

17 10. *Attendance center applicability.* A state model or  
18 comparable system approved and implemented by a school district  
19 in accordance with this section and sections 284.16 through  
20 284.19 shall be applicable to teachers in every attendance  
21 center operated by the school district.

22 11. *Planning grants.* Contingent on a specific appropriation  
23 for these purposes, a school district may apply to the  
24 commission on educator leadership and compensation established  
25 pursuant to subsection 12 for a planning grant to design an  
26 implementation strategy for a state model set forth in section  
27 284.16, 284.17, or 284.18, or a comparable system set forth in  
28 section 284.19. The planning grant shall be used to facilitate  
29 a local decision-making process that includes representation  
30 of administrators, teachers, and parents and guardians of  
31 students. The department shall establish and make available an  
32 application for the awarding of planning grants for purposes  
33 of this subsection.

34 12. *Commission on educator leadership and compensation.* The  
35 department shall establish, and provide staffing and

1 administrative support for a commission on educator leadership  
2 and compensation. The commission shall monitor with fidelity  
3 the implementation of the state models and comparable systems  
4 by school districts approved pursuant to this section. The  
5 commission shall evaluate the applications submitted for  
6 approval pursuant to this section and shall approve or  
7 disapprove such applications. If the commission disapproves  
8 an application, the commission shall specify the reasons for  
9 disapproval. A school district that receives approval to  
10 implement a state model or comparable system under this section  
11 is eligible to receive funds under section 257.10, subsection  
12 12. In addition, the commission shall review the use and  
13 effectiveness of the funds distributed to school districts for  
14 supplemental assistance to teachers in high-need schools under  
15 section 284.11.

16     *a.* The commission shall be comprised of the following:

17         (1) Five teachers selected by the Iowa state education  
18 association.

19         (2) Three administrators selected by the school  
20 administrators of Iowa.

21         (3) Two school board members selected by the Iowa  
22 association of school boards.

23         (4) Each president or president's designee of the Iowa state  
24 education association, the school administrators of Iowa, and  
25 the Iowa association of school boards.

26         (5) The director or the director's designee.

27     *b.* Members shall be appointed to staggered three-year  
28 terms which shall begin and end as provided in section 69.19.  
29 Appointments shall comply with sections 69.16, 69.16A, and  
30 69.16C. Vacancies on the commission shall be filled in the  
31 same manner as the original appointment. A person appointed  
32 to fill a vacancy shall serve only for the unexpired portion  
33 of the term. Members are entitled to reimbursement of actual  
34 expenses incurred in performance of their official duties.

35     *c.* By December 15 annually, the commission shall submit its



1 findings and any recommendations, including but not limited  
 2 to any recommendations for changes relating to this section  
 3 and sections 284.16 through 284.19, and for changes to section  
 4 284.11 relating to state supplemental assistance to teachers  
 5 in high-need schools, in a report to the director, the state  
 6 board, the governor, and the general assembly.

7 13. *Teacher leadership supplement foundation*

8 *aid. a.* Teacher leadership supplement foundation aid  
 9 calculated under section 257.10, subsection 12, shall be paid  
 10 as part of the state aid payments made to school districts in  
 11 accordance with section 257.16.

12 *b.* Notwithstanding section 284.3A, teacher leadership  
 13 supplement foundation aid shall not be combined with regular  
 14 wages to create a combined salary.

15 *c.* The teacher leadership supplement district cost as  
 16 calculated under section 257.10, subsection 12, is not subject  
 17 to a uniform reduction in accordance with section 8.31.

18 *d.* Except as otherwise provided by law for a fiscal year,  
 19 of the amount appropriated statewide for that fiscal year  
 20 for payment of the teacher leadership supplement pursuant  
 21 to section 257.10, subsection 12, the department may use an  
 22 amount not to exceed five hundred thousand dollars to provide  
 23 administration and oversight of the state models and comparable  
 24 systems approved and implemented pursuant to this section and  
 25 section 284.16, 284.17, 284.18, or 284.19; and to fund up to  
 26 two full-time equivalent positions which shall be in addition  
 27 to the number of positions authorized for the fiscal year.

28 Sec. 32. NEW SECTION. 284.16 **Teacher leadership framework**  
 29 **model.**

30 1. *Teacher leadership framework model — purposes.* To  
 31 promote continuous improvement in Iowa's quality teaching  
 32 workforce and to give Iowa teachers the opportunity for career  
 33 recognition that reflects the various roles teachers play as  
 34 educational leaders, a teacher leadership framework model is  
 35 established for teachers employed by school districts. A

1 teacher employed by an area education agency may be included  
2 in a framework model established by a school district if the  
3 area education agency and the school district enter into a  
4 contract for such purpose. The framework model is designed to  
5 accomplish the following goals:

6     *a.* To attract able and promising new teachers by offering  
7 competitive starting salaries and offering short-term  
8 and long-term professional development and leadership  
9 opportunities.

10    *b.* To retain effective teachers by providing enhanced career  
11 opportunities.

12    *c.* To promote collaboration by developing and supporting  
13 opportunities for teachers in schools and school districts  
14 statewide to learn from each other.

15    *d.* To reward professional growth and effective teaching by  
16 providing for career opportunities that come with increased  
17 leadership responsibilities and involve increased compensation.

18    *e.* To improve student achievement by strengthening  
19 instruction.

20    2. *Model requirements.* The teacher leadership framework  
21 model requirements shall be as follows:

22    *a. Initial teacher.*

23       (1) The salary for an initial teacher who has successfully  
24 completed an approved practitioner preparation program as  
25 defined in section 272.1 or holds an initial or intern teacher  
26 license issued under chapter 272, and who participates in the  
27 initial teacher mentoring and induction program as provided in  
28 this chapter, shall be at least thirty-five thousand dollars,  
29 which shall also constitute the minimum salary for an Iowa  
30 teacher.

31       (2) An initial teacher shall complete a teacher residency  
32 during the first year of employment that has all of the  
33 following characteristics:

34       (a) Mentoring by a mentor teacher or lead teacher.

35       (b) Sufficient collaboration time for the initial teacher

1 in the residency year to be able to observe and learn from  
2 more experienced teachers, mentor teachers, and lead teachers  
3 employed by school districts located in this state.

4 (c) A teaching load of not more than seventy-five percent  
5 student instruction to allow the initial teacher time for  
6 observation and learning.

7 (d) A teaching contract issued under section 279.13 that  
8 establishes an employment period which is five days longer  
9 than that required for career teachers employed by the school  
10 district of employment. The five additional contract days  
11 shall be used to strengthen instructional leadership in  
12 accordance with this section.

13 (e) Frequent observation, evaluation, and professional  
14 development opportunities.

15 *b. Career teacher.* A career teacher is a teacher who meets  
16 the requirements of section 284.17, subsection 1, paragraph  
17 "b", subparagraph (1). Beginning July 1, 2014, the minimum  
18 salary for a first-year career teacher shall be thirty-seven  
19 thousand dollars.

20 *c. Model teacher.* A model teacher is a teacher who meets  
21 the requirements of paragraph "b", has met the requirements  
22 established by the school district that employs the teacher,  
23 is evaluated by the school district as demonstrating the  
24 competencies of a model teacher, has participated in a rigorous  
25 review process, and has been recommended for a one-year  
26 assignment as a model teacher by a site-based or district-based  
27 review council appointed pursuant to section 284.15, subsection  
28 3. A school district shall set as a goal the designation  
29 of at least ten percent of its teachers as model teachers,  
30 though the district may enter into an agreement with one or  
31 more other districts or an area education agency to meet  
32 this goal through a collaborative arrangement. The terms of  
33 the teaching contracts issued under section 279.13 to model  
34 teachers shall exceed by five days the terms of teaching  
35 contracts issued under section 279.13 to career teachers, and

1 the five additional contract days shall be used to strengthen  
2 instructional leadership in accordance with this section. A  
3 model teacher shall receive annually a salary supplement of at  
4 least two thousand dollars.

5     *d. Mentor teacher.* A mentor teacher is a teacher who  
6 is evaluated by the school district as demonstrating the  
7 competencies and superior teaching skills of a mentor teacher,  
8 and has been recommended for a one-year assignment as a  
9 mentor teacher by a site-based or district-based review  
10 council appointed pursuant to section 284.15, subsection  
11 3. In addition, a mentor teacher shall hold a valid license  
12 issued under chapter 272, participate in teacher professional  
13 development as outlined in this chapter, demonstrate  
14 continuous improvement in teaching, and possess the skills and  
15 qualifications to assume leadership roles. A mentor teacher  
16 shall have a teaching load of not more than seventy-five  
17 percent student instruction to allow the teacher to mentor  
18 other teachers. A school district shall set as a goal the  
19 designation of at least ten percent of its teachers as mentor  
20 teachers, though the district may enter into an agreement  
21 with one or more other districts or an area education agency  
22 to meet this goal through a collaborative arrangement. The  
23 terms of the teaching contracts issued under section 279.13 to  
24 mentor teachers shall exceed by ten days the terms of teaching  
25 contracts issued under section 279.13 to career teachers, and  
26 the ten additional contract days shall be used to strengthen  
27 instructional leadership in accordance with this section. A  
28 mentor teacher shall receive annually a salary supplement of  
29 at least five thousand dollars.

30     *e. Lead teacher.* A lead teacher is a teacher who holds a  
31 valid license issued under chapter 272 and has been recommended  
32 for a one-year assignment as a lead teacher by a site-based or  
33 district-based review council appointed pursuant to section  
34 284.15, subsection 3. The recommendation from the council  
35 must assert that the teacher possesses superior teaching

1 skills and the ability to lead adult learners. A lead  
 2 teacher shall assume leadership roles that may include but  
 3 are not limited to the planning and delivery of professional  
 4 development activities designed to improve instructional  
 5 strategies; the facilitation of an instructional leadership  
 6 team within the lead teacher's building, school district, or  
 7 other school districts; the mentoring of other teachers; and  
 8 participation in the evaluation of student teachers. A lead  
 9 teacher shall have a teaching load of not more than fifty  
 10 percent student instruction to allow the lead teacher to spend  
 11 time on co-teaching; co-planning; peer reviews; observing  
 12 career teachers, model teachers, and mentor teachers; and other  
 13 duties mutually agreed upon by the superintendent and the lead  
 14 teacher. A school district shall set as a goal the designation  
 15 of at least five percent of its teachers as lead teachers,  
 16 though the district may enter into an agreement with one or  
 17 more other districts or an area education agency to meet this  
 18 goal through a collaborative arrangement. The terms of the  
 19 teaching contracts issued under section 279.13 to lead teachers  
 20 shall exceed by fifteen days the terms of teaching contracts  
 21 issued under section 279.13 to career teachers, and the  
 22 fifteen additional contract days shall be used to strengthen  
 23 instructional leadership in accordance with this section. A  
 24 lead teacher shall receive annually a salary supplement of at  
 25 least ten thousand dollars.

26 3. *Requirements for implementation and receipt of teacher*  
 27 *leadership supplement funds.* Except as otherwise provided in  
 28 section 284.15, a school district shall meet the requirements  
 29 of section 284.15 in order to implement a teacher leadership  
 30 framework model pursuant to this section and to be eligible to  
 31 receive funds under section 257.10, subsection 12.

32 Sec. 33. NEW SECTION. 284.17 Iowa teacher career path  
 33 model.

34 1. *Iowa teacher career path model.* To promote continuous  
 35 improvement in Iowa's quality teaching workforce and to

1 give Iowa teachers the opportunity for career recognition  
2 that reflects the various roles teachers play as educational  
3 leaders, an Iowa teacher career path model is established for  
4 teachers employed by school districts. The Iowa teacher career  
5 path model requirements and the model's salary minimums are as  
6 follows:

7     *a. Beginning teacher.*

8       (1) A beginning teacher is a teacher who meets the following  
9 requirements:

10       (a) Has successfully completed an approved practitioner  
11 preparation program as defined in section 272.1 or holds an  
12 intern teacher license issued under chapter 272.

13       (b) Holds an initial or intern teacher license issued under  
14 chapter 272.

15       (c) Participates in the beginning teacher mentoring and  
16 induction program as provided in this chapter.

17       (2) Beginning July 1, 2014, the minimum salary for a  
18 beginning teacher shall be thirty-five thousand dollars.

19     *b. Career teacher.*

20       (1) A career teacher is a teacher who holds a statement of  
21 professional recognition issued under chapter 272 or who meets  
22 the following requirements:

23       (a) Has successfully completed the beginning teacher  
24 mentoring and induction program and has successfully completed  
25 a comprehensive evaluation.

26       (b) Is reviewed by the school district as demonstrating the  
27 competencies of a career teacher.

28       (c) Holds a valid license issued under chapter 272.

29       (d) Participates in teacher professional development as set  
30 forth in this chapter and demonstrates continuous improvement  
31 in teaching.

32       (2) Beginning July 1, 2014, the minimum salary for a  
33 first-year career teacher shall be thirty-seven thousand  
34 dollars.

35     *c. Career II teacher.*

1 (1) A career II teacher is a teacher who meets the  
2 requirements of paragraph "b", has met the requirements  
3 established by the school district that employs the teacher,  
4 and is evaluated by the review council as demonstrating the  
5 competencies of a career II teacher. The teacher shall have  
6 successfully completed a performance review in order to be  
7 classified as a career II teacher. Beginning July 1, 2014,  
8 the annual teacher leadership supplement paid to a first-year  
9 career II teacher shall be five thousand dollars.

10 (2) The contract term for a career II teacher shall exceed  
11 the contract term issued to a career teacher under section  
12 279.13 by an additional five days. Approximately twenty-five  
13 percent of the career II teacher's total contract time shall be  
14 spent on noninstructional duties, which may include but not be  
15 limited to time spent mentoring beginning and career teachers  
16 and supervising student teachers who are participating in a  
17 field experience pursuant to section 272.25. Allocation of the  
18 career II teacher's time shall be mutually agreed to by the  
19 teacher and the school district.

20 (3) As an alternative to the twenty-five percent  
21 noninstructional time requirement of subparagraph (2), a  
22 career II teacher may spend at least five hours per week  
23 as a peer coach in addition to the normal teaching load.  
24 Compensation for peer coaching duties shall be computed  
25 using the career II teacher's hourly rate of compensation  
26 for the additional duties, which shall be performed during  
27 normal, noninstructional contract time. For purposes of  
28 this subparagraph, "*peer coaching*" means additional guidance  
29 in one or more aspects of the teaching profession provided  
30 to one or more teachers. Assignment as a peer coach shall  
31 be based on either a request from a principal or from an  
32 individual teacher upon approval of a principal. Peer  
33 coaching shall include detailed preliminary discussions as to  
34 areas in which the teachers being coached desire to improve;  
35 formulation of an action plan to bring about such improvement;

1 in-class supervision by the peer coach; postclass discussion  
2 of strengths, weaknesses, and strategies for improvement;  
3 and dialogue between the peer coach and students and school  
4 officials regarding the teachers being coached. A peer coach  
5 shall coordinate peer coaching activities relating to training  
6 and professional development with an area education agency  
7 where appropriate.

8 *d. Advanced teacher.*

9 (1) An advanced teacher is a teacher who meets the following  
10 requirements:

11 (a) Receives the recommendation of the review council that  
12 the teacher possesses superior teaching skills and that the  
13 teacher should be classified as an advanced teacher.

14 (b) Holds a valid license issued under chapter 272.

15 (c) Participates in teacher professional development  
16 as outlined in this chapter and demonstrates continuous  
17 improvement in teaching.

18 (d) Possesses the skills and qualifications to assume  
19 leadership roles.

20 (2) Beginning July 1, 2014, the annual teacher leadership  
21 supplement paid to a first-year advanced teacher shall be  
22 thirteen thousand five hundred dollars.

23 (3) The contract term for an advanced teacher shall exceed  
24 the contract term issued to a career teacher under section  
25 279.13 by an additional ten days. The goal of the contract  
26 shall be that at least fifty percent of the advanced teacher's  
27 total contract time be spent on noninstructional duties,  
28 which may include but not be limited to time spent mentoring  
29 beginning and career teachers and supervising student teachers  
30 who are participating in a field experience pursuant to section  
31 272.25; developing, planning, and organizing professional  
32 development; organizing peer review groups; and selecting  
33 course materials. Allocation of the advanced teacher's time  
34 shall be mutually agreed to by the teacher and the school  
35 district.



1 (4) An advanced teacher may engage in peer coaching under  
 2 the conditions specified in paragraph "c", subparagraph  
 3 (3), and if so, compensation for peer coaching duties shall  
 4 be computed using the advanced teacher's hourly rate of  
 5 compensation for the additional duties, which shall be  
 6 performed during normal noninstructional contract time.

7 2. *Staffing goals.* Each school district approved under  
 8 section 284.15 to implement the model in accordance with this  
 9 section shall meet the following staffing requirements:

10 a. Employ at least one career II teacher in each elementary  
 11 school.

12 b. Employ at least one advanced teacher for every three  
 13 career II teachers employed.

14 c. Employ at least one career II teacher for each of the  
 15 following subject areas taught in secondary school: English,  
 16 mathematics, science, and social studies.

17 3. *Requirements for implementation and receipt of teacher*  
 18 *leadership supplement funds.* Except as otherwise provided in  
 19 section 284.15, a school district shall meet the requirements  
 20 of section 284.15 in order to implement an Iowa teacher career  
 21 path model pursuant to this section and to be eligible to  
 22 receive funds under section 257.10, subsection 12.

23 Sec. 34. NEW SECTION. 284.18 **Instructional coach model.**

24 1. *Instructional coach model.* The instructional coach and  
 25 curriculum and professional development leader model shall  
 26 include, at a minimum, the following components:

27 a. *Beginning and career teacher levels.* The beginning  
 28 teacher and career teacher levels and minimum salaries  
 29 specified in section 284.17, subsection 1, paragraphs "a" and  
 30 "b", and the residency requirement for a first-year beginning  
 31 teacher that shall be the same as set forth for an initial  
 32 teacher in section 284.16, subsection 2, paragraph "a",  
 33 subparagraph (2).

34 b. *Instructional coach level.* An instructional coach shall,  
 35 at a minimum, meet the requirements specified for a career

1 teacher in section 284.17, subsection 1, paragraph "b", and  
2 engage full-time in instructional coaching. For purposes  
3 of this paragraph, "*instructional coaching*" means additional  
4 guidance in one or more aspects of the teaching profession  
5 provided to teachers. Assignment as an instructional coach  
6 shall be based on either a request from a principal or from an  
7 individual teacher upon approval of a principal. Instructional  
8 coaching shall include detailed preliminary discussions as to  
9 areas in which the teachers being coached desire to improve;  
10 formulation of an action plan to bring about such improvement;  
11 in-class supervision by the instructional coach; postclass  
12 discussion of strengths, weaknesses, and strategies for  
13 improvement; and dialogue between the instructional coach and  
14 students and school officials regarding the teachers being  
15 coached. An instructional coach shall coordinate instructional  
16 coaching activities relating to training and professional  
17 development with an area education agency where appropriate.  
18 An instructional coach shall receive a stipend of not less than  
19 five thousand nor more than seven thousand dollars annually  
20 in addition to the teacher's salary as a career teacher. A  
21 school district approved to implement the instructional coach  
22 model pursuant to section 284.15 shall employ at least one  
23 instructional coach at each attendance center or at least one  
24 instructional coach for every five hundred students enrolled in  
25 an attendance center, whichever number is greater.

26 *c. A curriculum and professional development leader level. A*  
27 curriculum and professional development leader shall at a  
28 minimum receive additional training during the summer at the  
29 expense of the school district. While receiving training  
30 pursuant to this paragraph "c", the teacher shall be paid an  
31 additional salary amount for time beyond the school district's  
32 normal teaching contract at the applicable per diem rate. The  
33 contract term for a curriculum and professional development  
34 leader shall exceed the contract term issued to a model teacher  
35 under section 279.13 by an additional fifteen days, and the

1 curriculum and professional development leader shall receive  
 2 a stipend of not less than ten thousand nor more than twelve  
 3 thousand dollars annually in addition to the teacher's salary  
 4 as a career teacher. A curriculum and professional development  
 5 leader shall do the following:

6 (1) Provide and demonstrate teaching on an ongoing basis.

7 (2) Routinely work strategically with teachers in planning,  
 8 monitoring, reviewing, and implementing best instructional  
 9 practices.

10 (3) Observe and coach teachers in effective instructional  
 11 practices.

12 (4) Support teacher growth and reflective practices.

13 (5) Work with and train classroom teachers to provide  
 14 interventions aligned by subject area.

15 (6) Support instruction and learning through the use of  
 16 technology.

17 (7) Actively participate in collaborative problem solving  
 18 and reflective practices which include but are not limited  
 19 to professional study groups, peer observations, grade level  
 20 planning, and weekly team meetings.

21 2. *Requirements for implementation and receipt of teacher*  
 22 *leadership supplement funds.* Except as otherwise provided in  
 23 section 284.15, a school district shall meet the requirements  
 24 of section 284.15 in order to implement an instructional coach  
 25 model pursuant to this section and to be eligible to receive  
 26 funds under section 257.10, subsection 12.

27 Sec. 35. NEW SECTION. **284.19 Comparable system criteria.**

28 1. *Minimum requirements for comparable systems.* Any Iowa  
 29 teacher career path, leadership role, and compensation model or  
 30 comparable system approved pursuant to section 284.15 and this  
 31 section shall include, at a minimum, the following components:

32 a. A minimum salary and a residency as provided in section  
 33 284.16, subsection 2, paragraph "a".

34 b. Additional levels of compensation for differentiated  
 35 teacher roles, which shall not be less than the per diem rate

1 established for regular teaching duties at the specified level  
2 prior to implementation of the comparable system.

3     *c.* Multiple, differentiated teacher leadership roles  
4 beyond the beginning or initial teacher and career teacher  
5 levels, with a goal of making such levels available to at least  
6 twenty-five percent of the teacher workforce. Compensation  
7 at the differentiated levels shall be commensurate with the  
8 additional responsibilities of teachers who accept leadership  
9 roles.

10     *d.* A rigorous selection process that involves teachers in  
11 determining placement in, and retention of, teacher leadership  
12 positions. The process shall include the following components:

13         (1) A requirement that a teacher chosen for a leadership  
14 role have not less than three years of teaching experience and  
15 one year of teaching experience in the school district.

16         (2) Exclusion of a teacher in a leadership role from  
17 supervisory duties.

18         (3) A requirement that teacher leaders be responsible  
19 for modeling best instructional practice, mentoring initial  
20 teachers, acting as liaisons with families, and helping  
21 colleagues prepare for peer group reviews and evaluations  
22 conducted pursuant to section 284.8. Teacher leaders shall not  
23 be responsible for purely administrative duties.

24         (4) Authorization for teacher leaders to participate in a  
25 peer group review under section 284.8.

26     *e.* A professional development system facilitated by teachers  
27 and aligned with the Iowa professional development model  
28 adopted by the state board.

29     *f.* Hiring permanent professional staff, including but not  
30 limited to retired teachers, at competitive rates, in order for  
31 an attendance center or school district to give teacher leaders  
32 time to focus on leadership duties.

33     2. *Requirements for implementation and receipt of teacher*  
34 *leadership supplement funds.* Except as otherwise provided in  
35 section 284.15, a school district shall meet the requirements

1 of section 284.15 in order to implement a comparable system  
2 pursuant to this section and to be eligible to receive funds  
3 under section 257.10, subsection 12.

4 DIVISION VI

5 MISCELLANEOUS PROVISIONS

6 Sec. 36. Section 256.9, subsection 53, paragraph c,  
7 unnumbered paragraph 1, Code 2013, is amended to read as  
8 follows:

9 Establish in collaboration with the state board of regents,  
10 ~~subject to an appropriation of funds by the general assembly~~  
11 contingent on a specific appropriation for such purpose, an  
12 Iowa reading research center.

13 Sec. 37. Section 256.9, subsection 53, paragraph c,  
14 subparagraph (3), Code 2013, is amended to read as follows:

15 (3) The center shall submit a report of its activities  
16 to the general assembly by January 15 annually. By January  
17 15, 2015, the annual report shall include but not be limited  
18 to recommendations regarding the following measures to  
19 support schools in implementing chapter 284 with regard to the  
20 prekindergarten through grade three years:

21 (a) Tools and strategies for assessing early elementary  
22 school teachers to determine whether they have the skills and  
23 abilities to serve as mentor or lead teachers to other early  
24 elementary school teachers.

25 (b) Specific training and professional development to  
26 support the mentoring responsibilities of mentor teachers and  
27 lead teachers.

28 (c) Assessment tools to identify struggling readers and  
29 evidence-based measures designed to respond to the needs of  
30 such students.

31 (d) Resources, guides, and informational materials which  
32 parents and teachers may share to promote early literacy.

33 Sec. 38. NEW SECTION. 256.24 Competency-based education  
34 grant program.

35 1. Contingent on a specific appropriation for these

1 purposes, the department shall establish a competency-based  
2 education grant program to award grants to not more than  
3 ten school districts annually for purposes of developing,  
4 implementing, and evaluating competency-based education pilot  
5 and demonstration projects.

6 2. The department shall develop grant application,  
7 selection, and evaluation criteria.

8 3. Each pilot or demonstration project shall be conducted  
9 for a minimum of one year, but may be conducted for multiple  
10 school years as proposed by the applicant and approved by the  
11 department.

12 4. Grant moneys shall be distributed to selected school  
13 districts by the department no later than December 1, 2013.  
14 Grant amounts shall be distributed as determined by the  
15 department.

16 5. The department shall submit progress reports analyzing  
17 the status and preliminary findings of the projects to the  
18 state board, the governor, and the general assembly by January  
19 15 annually. The department shall summarize the projects'  
20 findings, including student achievement results, and submit the  
21 summary and any recommendations in a final report to the state  
22 board, the governor, and the general assembly by January 15,  
23 2019.

24 Sec. 39. NEW SECTION. 256.27 Economically challenged  
25 schools grant program.

26 1. Contingent on a specific appropriation for these  
27 purposes, the department shall establish an economically  
28 challenged schools grant program to award funds to school  
29 district attendance centers to create pilot projects designed  
30 to meet the needs of prekindergarten through grade twelve  
31 students who are not proficient in reading or mathematics  
32 and to involve the students' parents in supporting project  
33 activities. Pilot project activities may include but are not  
34 limited to establishing a longer school day, longer school  
35 calendar, summer school, or intensive reading and mathematics

1 programs for such students.

2     2. The department shall develop grant application,  
3 selection, and evaluation criteria. The priorities for the  
4 grant funds shall include applications from school districts  
5 with high percentages of students who are below grade level in  
6 proficiency, or who are eligible for free and reduced price  
7 meals under the federal National School Lunch Act and the  
8 federal Child Nutrition Act of 1966, 42 U.S.C. § 1751-1785, and  
9 shall include providing project services on a voluntary basis  
10 to students deemed at risk of not succeeding in reading or  
11 mathematics. The department shall make every reasonable effort  
12 to equitably distribute grant funds geographically among rural  
13 and urban areas.

14     3. Each pilot project shall be conducted for a minimum of  
15 one year, but may be conducted for multiple school years as  
16 proposed by the applicant and approved by the department.

17     4. The department shall submit progress reports analyzing  
18 the status and preliminary findings of the projects to the  
19 state board, the governor, and the general assembly by January  
20 15 annually. The department shall summarize the projects'  
21 findings, including student achievement results, and submit the  
22 summary and any recommendations in a final report to the state  
23 board, the governor, and the general assembly by January 15,  
24 2019.

25     5. This section is repealed effective June 30, 2019.

26     Sec. 40. NEW SECTION. **256.34 World language education pilot**  
27 **project.**

28     1. Contingent on a specific appropriation for these  
29 purposes, the department shall establish a world language  
30 education pilot project to enhance foreign language education  
31 in Iowa schools. The department shall administer the pilot  
32 project in partnership with the university of northern Iowa and  
33 up to three school districts. The department shall establish  
34 criteria for the selection of school districts to participate  
35 in the pilot project.

1     2. The department shall establish a world language  
2 education administrative team to be composed of school  
3 administrators from school districts participating in the  
4 pilot project. Team members shall conduct fact finding visits  
5 to schools in the United States and at least one foreign  
6 school that exemplify best practices for world class foreign  
7 language education delivery models. A fact finding visit  
8 to a foreign school pursuant to this section shall not be  
9 funded with state moneys. Team members shall work with the  
10 department and university of northern Iowa to develop standards  
11 and benchmarks based on the latest edition of the national  
12 standards for foreign language learning, to develop a written  
13 and verbal assessment system that measures foreign language  
14 competencies, and to support participating school districts in  
15 the development of curricula based on the latest edition of the  
16 national standards for foreign language learning.

17     3. Each school district participating in the pilot project,  
18 in coordination with the department, shall compare on an annual  
19 basis its results under the pilot project with state data  
20 to determine the outcomes of the pilot project for student  
21 learning.

22     4. The world language education administrative team, in  
23 coordination with the department and the university of northern  
24 Iowa, shall submit its findings and recommendations regarding  
25 the pilot project and foreign language education in this state  
26 in a report to the general assembly by December 19, 2014.

27     Sec. 41. Section 256C.4, subsection 1, paragraph e, Code  
28 2013, is amended to read as follows:

29     e. Preschool foundation aid funding shall not be used for  
30 the costs of constructing a facility in connection with an  
31 approved local program. Preschool foundation aid funding may  
32 be used by approved local programs and community providers  
33 for professional development for preschool teachers, for  
34 instructional equipment, for material and equipment designed  
35 to develop pupils' large and small motor skills, and for other



1 direct costs. Preschool foundation aid funding received by an  
 2 approved local program that remain unexpended or unobligated  
 3 at the end of a fiscal year shall be used to build the approved  
 4 local program's preschool program capacity in the next  
 5 succeeding fiscal year.

6 Sec. 42. Section 257.11, Code 2013, is amended by adding the  
 7 following new subsection:

8 NEW SUBSECTION. 7A. *Economically challenged schools grant*  
 9 *program.* Pupils who are eligible for free and reduced price  
 10 meals under the federal National School Lunch Act and the  
 11 federal Child Nutrition Act of 1966, 42 U.S.C. § 1751-1785,  
 12 and who are enrolled in a school district that is approved to  
 13 create a pilot project pursuant to section 256.27 shall receive  
 14 a supplemental weighting of one-tenth of one pupil. This  
 15 subsection is repealed effective June 30, 2018.

16 Sec. 43. Section 272.2, subsection 13, Code 2013, is amended  
 17 to read as follows:

18 13. Adopt rules to provide for nontraditional preparation  
 19 options for licensing persons who hold a bachelor's degree  
 20 from an accredited college or university, ~~who~~ but do not meet  
 21 other requirements for licensure. However, prior to issuing  
 22 licenses pursuant to this subsection, the board shall recommend  
 23 licensing criteria to the general assembly. Licenses shall not  
 24 be issued under this subsection except pursuant to statutory  
 25 licensing criteria enacted pursuant to such recommendations.

26 Sec. 44. Section 279.9, Code 2013, is amended to read as  
 27 follows:

28 **279.9 Use of tobacco, alcoholic beverages, or controlled**  
 29 **substances.**

30 1. The rules shall prohibit the use of tobacco, including  
 31 nicotine products, and the use or possession of alcoholic  
 32 liquor, wine, or beer or any controlled substance as defined in  
 33 section 124.101, subsection 5, by any student of the schools  
 34 and the, or by anyone on school grounds, is prohibited. A  
 35 school board may suspend or expel a student for a violation of

1 ~~a rule under~~ this section. For violation of this section, a  
 2 school board may remove a person from school grounds and may  
 3 bar the person's future presence on school grounds.

4     2. As used in this section, "nicotine product" means any  
 5 product containing nicotine or any other preparation of tobacco  
 6 not described in section 453A.1, and any product or formulation  
 7 of matter containing biologically active amounts of nicotine  
 8 that is manufactured, sold, offered for sale, or otherwise  
 9 distributed with the expectation that the product or matter  
 10 will be introduced into the human body. "Nicotine product" does  
 11 not include any cessation product specifically approved by the  
 12 United States food and drug administration for use in reducing,  
 13 treating, or eliminating nicotine or tobacco dependence.

14     Sec. 45. Section 279.60, subsections 1 and 2, Code 2013, are  
 15 amended to read as follows:

16     1. Each school district shall administer ~~a kindergarten~~  
 17 ~~readiness~~ the teaching strategies gold early childhood  
 18 ~~assessment prescribed by the department of education to~~  
 19 every resident prekindergarten or four-year-old child whose  
 20 parent or guardian enrolls the child in the district, and to  
 21 every kindergarten student enrolled in the district not later  
 22 than the date specified in section 257.6, subsection 1. The  
 23 assessment shall be aligned with state early learning standards  
 24 and preschool programs shall be encouraged to administer the  
 25 assessment at least at the beginning and end of the preschool  
 26 program, with the assessment information entered into the  
 27 statewide longitudinal data system. The department shall work  
 28 to develop agreements with head start programs to incorporate  
 29 similar information about four-year-old children served by head  
 30 start into the statewide longitudinal data system.

31     2. ~~a. Each school district shall administer the dynamic~~  
 32 ~~indicators of basic early literacy skills kindergarten~~  
 33 ~~benchmark assessment or other kindergarten benchmark assessment~~  
 34 ~~adopted by the department of education in consultation with~~  
 35 ~~the early childhood Iowa state board to every kindergarten~~

~~1 student enrolled in the district not later than the date~~  
~~2 specified in section 257.6, subsection 1.~~ The school district  
 3 shall also collect information from each parent, guardian,  
 4 or legal custodian of a kindergarten student enrolled in the  
 5 district, including but not limited to whether the student  
 6 attended preschool, factors identified by the early childhood  
 7 Iowa office pursuant to section 256I.5, and other demographic  
 8 factors. Each school district shall report the results of  
 9 the community strategies employed during the prior school  
 10 year pursuant to section 279.68, subsection 4, paragraph "a",  
 11 the assessment administered pursuant to subsection 1, and the  
 12 preschool information collected to the department of education  
 13 in the manner prescribed by the department not later than  
 14 January 1 of that school year. The early childhood Iowa office  
 15 in the department of management shall have access to the raw  
 16 data. The department shall review the information submitted  
 17 pursuant to this section and shall submit its findings and  
 18 recommendations annually in a report to the governor, the  
 19 general assembly, the early childhood Iowa state board, and the  
 20 early childhood Iowa area boards.

21 ~~b. This subsection is repealed July 1, 2013.~~

22 Sec. 46. REPEAL. Section 256D.9, Code 2013, is repealed.

23 Sec. 47. COMPETENCY-BASED EDUCATION TASK FORCE

24 RECOMMENDATIONS. Contingent on a specific appropriation for  
 25 these purposes, the department of education shall implement  
 26 the recommendations of the competency-based education task  
 27 force established pursuant to 2012 Iowa Acts, chapter 1119,  
 28 section 2, relating to the development of model competencies,  
 29 to investigating and providing examples of templates that  
 30 will effectively and efficiently record and report student  
 31 achievement in a competency-based environment, to developing  
 32 the assessment validation rubric and model assessments  
 33 aligned to the competencies, and to creating opportunities for  
 34 professional development for preservice and in-service for  
 35 practitioners.

1     Sec. 48. SCHOOL DISTRICT REPORTING REQUIREMENT TASK FORCE  
2 — STATE BOARD OF EDUCATION.

3     1. a. A reporting requirement review task force is  
4 established consisting of five members who shall be appointed  
5 by the director of the department of education as follows:

6       (1) One member from nominees submitted by an organization  
7 representing the boards of Iowa school districts.

8       (2) One member from nominees submitted by an organization  
9 representing Iowa school administrators.

10      (3) One member from nominees submitted by the largest  
11 statewide certified employee organization representing Iowa  
12 teachers.

13      (4) One member representing the department of education.

14      (5) One member representing the general public.

15     b. The member representing the department of education  
16 shall convene the initial meeting, at which the members shall  
17 elect a chairperson.

18     2. The department of education shall compile a list of  
19 reports that school districts are required to submit to the  
20 department biennially or more frequently. The department shall  
21 submit the list to the reporting requirement review task force  
22 by September 3, 2013.

23     3. The task force shall review the list submitted by the  
24 department pursuant to subsection 2. For each reporting  
25 requirement listed, the task force shall produce written  
26 justification for continuing, modifying, or eliminating  
27 the requirement. The task force shall compile its written  
28 justifications in a report the task force shall submit to  
29 the state board of education and to the general assembly by  
30 December 2, 2013.

31     4. The state board of education shall review the report  
32 submitted pursuant to subsection 3, and shall determine which  
33 of the task force recommendations for modifying or eliminating  
34 requirements may be accomplished by administrative rule and  
35 which must be accomplished by statute. The state board shall

1 submit its findings and recommendations, including plans  
2 for board action relating to administrative rules and board  
3 recommendations for specific statutory changes, in a report to  
4 the general assembly by February 3, 2014.

5 Sec. 49. SCHOOL YEAR-LONG STUDENT TEACHING FIELD EXPERIENCE  
6 REQUIREMENT — STUDY.

7 1. a. Each practitioner preparation program offered at an  
8 institution of higher learning governed by the state board of  
9 regents shall convene a study committee of education faculty  
10 members to study the feasibility of establishing professional  
11 development schools for preservice teacher candidates in  
12 collaboration with school districts, and the feasibility  
13 of requiring students enrolled in practitioner preparation  
14 programs to complete a field experience lasting one full school  
15 year.

16 b. Each study committee shall evaluate for its institution  
17 the following issues relating specifically to a proposed  
18 professional development school and relating specifically to a  
19 proposed full school year of student teaching field experience:

20 (1) The impact on the likelihood a student will graduate  
21 within four years, including but not limited to consideration  
22 of the cost to a student, student debt load, and class  
23 scheduling.

24 (2) The impact on university faculty and the need to employ  
25 more faculty, including the need to deliver coursework and  
26 supervision to student teachers in the field.

27 (3) The availability of an adequate number of placements in  
28 prekindergarten through grade twelve schools and the impact on  
29 a school district, including but not limited to the district's  
30 cost to compensate cooperating teachers.

31 (4) The likely impact on the abilities and performance of a  
32 student teacher and whether the benefits outweigh the costs.

33 (5) The likely impact on student achievement of students in  
34 the student teacher's classroom.

35 c. The study committees convened pursuant to paragraph "a"

1 shall submit their findings and recommendations in a report to  
2 the state board of regents, the department of education, the  
3 board of educational examiners, the governor, and the general  
4 assembly by December 2, 2013.

5 2. The Iowa association of independent colleges is  
6 encouraged to form a study committee comprised of education  
7 faculty members with duties similar to those provided for in  
8 subsection 1 for its member institutions which offer approved  
9 practitioner preparation programs, and to submit any resulting  
10 findings and recommendations to the general assembly by  
11 December 2, 2013.

12 Sec. 50. EFFECTIVE DATE. The following provision or  
13 provisions of this division of this Act take effect June 30,  
14 2013:

15 1. The section of this division of this Act amending section  
16 279.60, subsection 2, paragraph "b".

17 Sec. 51. EFFECTIVE UPON ENACTMENT. The following provision  
18 or provisions of this division of this Act, being deemed of  
19 immediate importance, take effect upon enactment:

20 1. The section of this division of this Act repealing  
21 section 256D.9.

22 2. The section of this division of this Act amending section  
23 272.2.

24 DIVISION VII

25 STATE SCHOOL FOUNDATION PROGRAM

26 Sec. 52. Section 257.8, subsections 1 and 2, Code 2013, are  
27 amended to read as follows:

28 1. *State percent of growth.* ~~The state percent of growth~~  
29 ~~for the budget year beginning July 1, 2010, is two percent.~~  
30 The state percent of growth for the budget year beginning July  
31 1, 2012, is two percent. The state percent of growth for the  
32 budget year beginning July 1, 2013, is four percent. The  
33 state percent of growth for the budget year beginning July 1,  
34 2014, is four percent. The state percent of growth for each  
35 subsequent budget year shall be established by statute which

1 shall be enacted within thirty days of the submission in the  
 2 year preceding the base year of the governor's budget under  
 3 section 8.21. The establishment of the state percent of growth  
 4 for a budget year shall be the only subject matter of the bill  
 5 which enacts the state percent of growth for a budget year.

6     2. *Categorical state percent of growth.* ~~The categorical~~  
 7 ~~state percent of growth for the budget year beginning July 1,~~  
 8 ~~2010, is two percent.~~ The categorical state percent of growth  
 9 for the budget year beginning July 1, 2012, is two percent.  
 10 The categorical state percent of growth for the budget year  
 11 beginning July 1, 2013, is four percent. The categorical state  
 12 percent of growth for the budget year beginning July 1, 2014,  
 13 is four percent. The categorical state percent of growth for  
 14 each budget year shall be established by statute which shall  
 15 be enacted within thirty days of the submission in the year  
 16 preceding the base year of the governor's budget under section  
 17 8.21. The establishment of the categorical state percent of  
 18 growth for a budget year shall be the only subject matter of  
 19 the bill which enacts the categorical state percent of growth  
 20 for a budget year. The categorical state percent of growth  
 21 may include state percents of growth for the teacher salary  
 22 supplement, the professional development supplement, and the  
 23 early intervention supplement.

24     Sec. 53. CODE SECTION 257.8 — IMPLEMENTATION. The  
 25 requirements of section 257.8, subsections 1 and 2, regarding  
 26 the enactment of bills establishing the regular program state  
 27 percent of growth and the categorical state percent of growth  
 28 within thirty days of the submission in the year preceding the  
 29 base year of the governor's budget and regarding the subject  
 30 matter limitation of such bills do not apply to this division  
 31 of this Act.

32     Sec. 54. EFFECTIVE UPON ENACTMENT. This division of this  
 33 Act, being deemed of immediate importance, takes effect upon  
 34 enactment.

35     Sec. 55. APPLICABILITY. This division of this Act is

1 applicable for computing state aid under the state school  
2 foundation program for the school budget years beginning July  
3 1, 2013, and July 1, 2014, as appropriate.

4 DIVISION VIII

5 PARENT LIAISON COUNSELOR PILOT PROGRAM

6 Sec. 56. NEW SECTION. 280.30 Parent liaison counselor pilot  
7 program.

8 1. A parent liaison counselor pilot program is established  
9 to be administered by the department of education. The  
10 goals of the program shall be to raise student achievement,  
11 as measured by increasing high school graduation rates,  
12 increasing the percentage of high school graduates who are  
13 qualified to enroll in a college or university, and increasing  
14 the percentage of students who successfully complete college  
15 preparatory coursework while enrolled in high school. The  
16 department of education shall adopt measures which reflect  
17 the goals of the program for the purpose of assessing the  
18 effectiveness of the program.

19 2. A school district identified by the department of  
20 education as a persistently lowest-achieving school may  
21 participate in the program and shall employ one parent liaison  
22 counselor. A parent liaison counselor shall be a guidance  
23 counselor licensed under chapter 272 who is currently employed  
24 by the school district. The guidance counselor shall be issued  
25 a full-time contract for the full school year. The additional  
26 contract days shall be used to administer the program.

27 3. A parent liaison counselor shall have the following  
28 duties:

29 a. Meeting and working with targeted students and the  
30 parents of targeted students, whether at a student's home or  
31 in a student's school, regarding course selection, career  
32 planning, and postsecondary preparation.

33 b. For targeted students in middle school, focusing  
34 primarily on helping targeted students and the parents of  
35 targeted students with advance planning and course selection



1 for high school.

2     4. For purposes of this section, targeted students are  
3 students who have unrealized academic potential and whose  
4 circumstances inhibit their academic performance, including but  
5 not limited to students who are limited English proficient,  
6 students in special education, students in individualized  
7 education programs, students from families with a family income  
8 at or below two hundred percent of the federal poverty level as  
9 defined by the most recently revised poverty income guidelines  
10 published by the United States department of health and human  
11 services, students with ongoing attendance issues, and other  
12 at-risk student populations identified by the department of  
13 education.

14     5. The department of education shall submit a report to  
15 the general assembly, annually by December 15, on the parent  
16 liaison counselor pilot program.

17     6. This section is repealed June 30, 2016.